



Philippine Guidance and Counseling Association, Inc.
The Accredited Integrated Professional Organization of the Professional Regulation Commission

CODE OF ETHICS

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PREAMBLE

The Philippine Guidance and Counseling Association, Inc. (PGCA) is the Accredited Integrated Professional Organization (AIPO) for Registered Guidance Counselors.

The organization's objectives are:

- a. To integrate into the Association all counselors (registered and affiliate);
- b. To uphold the standards of guidance and counseling work;
- c. To promote and stimulate the exchange of professional experience at the local, national, regional, as well as international levels;
- d. To stimulate, promote, and support research and other professional activities that will contribute to the improvement of the practice of counseling, counselor education, and supervision;
- e. To disseminate pertinent and valuable professional information and materials through publications;
- f. To bring together in action all guidance counselors for a better understanding and acceptance of the profession's principles, ethical practices, and professional standards;
- g. To promote cooperation among professional counseling organizations;
- h. To assist the Professional Regulatory Board for Guidance and Counseling in its efforts to improve and advance the counseling profession;
- i. To fulfill such other purposes as stated in the Articles of Incorporation.

Members of the Association are bound to uphold the dignity and worth of the individual throughout life in the following settings: education, community, hospital, industry, government office, non-government office, church, etc.

This Code of Ethics in Counseling expresses the ethical principles and values of the Association. It serves as a guide to the professional as well as the personal conduct of all its members. It also informs the public, who they serve, of the standards of ethical conduct for which members are responsible for and accountable for. The Code reflects values such as dignity and the common good, integrity, competence, responsibility, and an understanding of and respect for the cultural diversity of society.

Members have a responsibility to ensure that they are knowledgeable with this Code of Ethics, understand its application and implications to their professional and personal conduct, and strive to adhere to its principles and values. They should also be familiar with other sources of information that will assist them in making informed professional decisions. These include the laws, rules, regulations, and professionally relevant policies in their working environment.

Members are accountable to both the public and their peers and are therefore subject to the Philippine Guidance and Counseling Association's complaints and disciplinary procedures. By accepting this Code of Ethics, members of the Association are committing themselves to act ethically in the practice of their profession.

ETHICAL PRINCIPLES

The expectations for ethical conduct as expressed in this Code are based on the following fundamental principles:

- Respecting human rights and dignity
- Respect for the counselee's rights
- A commitment to promoting the counselee's well-being and mental health
- Fostering responsible caring (e.g., safeguarding children & vulnerable adults)
- Fair treatment of all counsees and the provision of adequate services
- Equal opportunities to counsees
- Ensuring the integrity of the counselor-counselee relationship
- Fostering the counselor's self-knowledge, self-care, and wellness
- Enhancing the quality of professional knowledge, practice, and its applications
- Pursue counseling supervision for optimal care
- Responsibility to the society & its cultural diversity

CHAPTER I PROFESSIONAL RESPONSIBILITY

1. General Responsibility. Counselors maintain a high standard of professional competence and ethical behavior, thereby recognizing the need for continuing education to meet this responsibility.
 - a. The counselor designs and conducts a program that may address all aspects of learners' development under the Enhanced Basic Education Act of 2013.
 - b. The counselor proposes & implements programs for gifted learners & those with disabilities.
 - c. The counselor is responsible for preparing a program to help students attain educated career decisions that will enable them to meet the job market requirement after graduation.

2. Respect for Rights. Counselors respect the rights of a counselee and uphold the integrity of the counseling profession. They participate only in those which are respectful of the current legal, civic, and moral rights and act to safeguard the dignity and rights of their counsees, students, and research participants.
3. Boundaries of Competence. Counselors limit their practices within their professional competence, educational background, and personal experience as what the laws, rules, guidelines, accreditation and credential state. The counselor and counselee relationship only continues when the counselee/s is/are benefitting from it. If the counseling needs of counselee/s is/are beyond the counselor's expertise and competence, appropriate referral must be made.
4. Informed Consent. Counselors practice informed consent in all aspects of the counseling services. It is also mandated by R.A. 11036, otherwise known as the Mental Health Act of 2018.
5. Continuing Professional Development. Counselors participate in activities for professional growth and development. They continuously update themselves with the current trends and developments in the profession to maintain a high degree of proficiency through active participation in scientific and professional endeavors.
6. Self-Care. Counselors provide opportunities for their physical, psychological, and spiritual self-care.
7. Research and Development. Counselors engage in research activities for the advancement of the counseling profession. They have the responsibility to disseminate such information through a presentation in a conference and/or through publication.
8. Ethical Behaviour. Counselors uphold the values and ethical principles operating in this Code. They are expected to behave as professionals in their practice and in dealing with their colleagues.
9. Sensitivity to Diversity. Counselors recognize and respect counsees' diversity in terms of religion, race, culture, ethnicity, sexual orientation, gender identity and expression, education, socio-economic status, etc.
10. Equal Opportunity. Counselors provide equal opportunity to everyone to avail of the counseling services in various settings regardless of age, socio-economic status, civil status, religion, culture, ethnicity, disability, sexual orientation, gender identity, and expression, etc.
11. Good Quality of Practice. Counselors maintain a good quality of practice in the helping profession at all times. They continually monitor their effectiveness as professionals and take steps to improve thru continuing professional development and supervision.

12. Knowledge and Application of Legislative Laws. Counselors have a responsibility to read, understand, follow Republic Act 9258 (Guidance and Counseling Act of 2004), R.A. 10533 (Enhanced Basic Education Act of 2013), and R.A. 11206 (Secondary School Guidance and Counseling Act) and its Implementing Rules and Regulations. Other current mandated laws protecting the interest of counselee’s rights should be known to the counselors.
13. Extension of Ethical Responsibilities. Counseling services and products provided by counselors through classroom instruction, public lectures, demonstrations, publications, radio and television programs, computer technology, and other media must meet the appropriate ethical standards of this Code of Ethics.

CHAPTER II

COUNSELING RELATIONSHIP

1. General Responsibility. Counselors have a primary responsibility to respect the integrity and promote the welfare of their counsees. They work collaboratively with counsees in creating counseling relationships that are consistent with counselee’s characteristics. They do not abandon their counselee/s and make necessary referral/s. Informed consent is practiced in all aspects of counseling services.
2. Confidentiality. Counselors respect counselee/s’ preferences regarding how, when, and with whom information is to be shared. The counselors must preserve and safeguard the confidentiality of the counselor—counselee relationship except:
 - 2.1 When disclosure is required to prevent clear and imminent danger to the counselee or others.
 - 2.2 When mandated by law.
3. Children and Persons with Disability (PWD). Counselors conduct specialized services and do a referral to allied helping professionals.
4. Maintenance of Records. Counselors maintain records in sufficient detail to track the sequence and nature of professional services rendered. It includes but is not limited to the following: interview notes, test results, correspondence, recordings, electronic data storage, and other documents that are considered professional information. Keeping records is consistent with any legal, regulatory agency, or institutional requirements. The counselor or agency/institution secures such records’ safety and creates, maintains, transfers, and disposes of them in a manner consistent with the requirements of confidentiality and the Data Privacy Act of 2012 (R.A 10173).

5. Access to Records. Counselors understand that counsees have the right to access their counseling records. Disclosure of such information to others is possible only through counsees' written consent or when mandated by law.
6. Dual Relationships. Counselors avoid personal, familial, social, and/or business relationships with counsee/s that may jeopardize the integrity of the counselor—counsee relationship. The counselor maintains professional boundaries with their respective counsees.
7. Understanding Diversity. Counselors actively work to understand the diverse cultural background of the counsee/s with whom they work and do not discriminate due to differences in culture, ethnicity, disability, political orientation, religion, sexual orientation, gender identity and expression, civil or socio-economic status, etc.
8. Relationships with Former Counsees. Counselors remain accountable for any relationships established with former counsee/s. Those relationships could include but are not limited to friendly, social, financial, and business nature. Counselors exercise caution about entering into any such relationships mentioned above. They consider whether or not the issues and relational dynamics present during the counseling process have been fully resolved and properly terminated.
9. Multiple Counsees. Consistent with the principle of group process and group counseling, counselors may conduct counseling among groups across settings to include but not be limited to family, organization, and other groups in different settings.
10. Multiple Helpers. If a counselor discovers the counsee/s is/are already in an ongoing counselor-counsee relationship, the counselor must discuss the issues related to continuing or terminating the relationship. With counsee/s' consent, it may be necessary to discuss these issues with the other counselor or other allied helping professionals.
11. Group Work. Counselors are responsible for protecting group members from physical and/or psychological harm resulting from interaction within the group, during, and following group work experience.
12. Termination of Counseling. The counselor must terminate the counselor—counsee relationship when it is deemed necessary. Specifically, termination should be done when:
 - 12.1. The counseling goal/s has/have been met.
 - 12.2. The counsee/s condition is beyond the counselor's expertise.
 - 12.3. Transference or counter-transference issues are counter-productive.

13. Computer Use. When computer application/s is/are used as a component of counselor—counselee relationship as in testing or assessment, counselors must ensure that:
 - a) Counselee/s is/are computer literate.
 - b) The computer application/s is/are appropriate to the needs of the counselee/s.
 - c) The counselee/s understand/s the purpose and operation of the computer application/s.
 - d) Pertinent record/s stored in the computer such as counselor—counselee relationship transcription, test data, and personal information data are kept confidential.
 - e) Computer application/s does/do not diminish the counselor’s responsibility to act following the PGCA Code of Ethics, adherent to the principles of confidentiality, informed consent, data privacy, and safeguarding against harmful effects.

CHAPTER III CONSULTING AND PRIVATE PRACTICE

1. General Responsibility.
 - 1.1. Counselors acting as a consultant must have a high degree of self-awareness, competency, and responsibility.
 - 1.2. Consultants and clients define the problem, goals, and expectations of the outcome of the chosen intervention.
 2. Undiminished Responsibility and Liability. Counselors who work in private practice must ensure full professional responsibility to follow the PGCA Code of Ethics.
 3. Consulting with other Professionals. Counselors may consult with other professionally competent persons about the client with informed and written consent. They choose professional consultants without conflict of interest. Counselors ensure that consultation occurs within a voluntary relationship between a counselor and a client, group, or organization with clear goals.
 4. Informed Consent. Counselors who provide services for third parties must adhere to the principles of informed consent at all times, including the purpose, scope, and entitlement to information.
 5. Accurate Advertising. Counselors must present themselves with honesty and integrity in informing the public of their services, areas of expertise, and credentials.
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6. Respect for Privacy. Counselors are aware of the Data Privacy Law. Taken in written and oral reports shall be subject to Data Privacy Act.
7. Cooperating Agencies. Counselors must be prudent in sharing information.
8. Conflict of Interest. Counselors should avoid dual relationships that lead to a conflict of interest.
9. Professional Fees. Counselor fees must be equitable and cost-beneficial to the client.
10. Pro Bono Service. Counselors may render professional services for free.

CHAPTER IV

RELATIONSHIPS IN THE WORK SETTING

1. General Responsibility. Counselors maintain harmony with other professionals across work settings and other organizations.
2. Roles and Functions. Counselors define the parameters and levels of their professional roles and functions according to pertinent laws of the profession.
3. Working Agreement. Counselors work in harmony with other professionals based on mutually agreed terms and conditions for the optimal care of the counselees.
4. Evaluation. Counselors submit to periodic performance review and evaluation.
5. Damage Control. Counselors report to their employer or supervisor any potentially harmful development or conditions that may limit their effectiveness.
6. Supervisory Relationships. Counselors in supervisory positions foster good working relationships and treat all colleagues fairly.
7. Client Advocate. Counselors advocate for the creation of institutional policy conducive to the growth and development of clients.
8. Coordination. Counselors coordinate with fellow professionals regarding counseling services and programs in the workplace.
9. Networking and Linkages. Counselors establish networks and link with other allied helping professionals to promote public awareness to enhance the profession.
10. Referral Fee. Counselors should not accept a referral fee from other professionals.
11. Professional Conduct. Counselors maintain high standards of professional conduct to both clients and institutions.

CHAPTER V

PSYCHOLOGICAL/COUNSELING ASSESSMENT

1. General Responsibility. Counselors based upon the agreed terms and conditions to inform the clients about the purpose and results.
2. Test Selection and Evaluation. Counselors must have the competence to evaluate the psychometric properties (such as reliability, validity, appropriateness of norms) of the tests used.
3. Test Competence. Counselors must be competent in administering, scoring, and interpreting psychological tests and other assessment tools used.
4. Purpose and Results of Assessment. Counselors inform clients about the purpose of the assessment, the procedures involved, and the interpretation of assessment results.
5. Test Administration. Counselors administer the psychological assessment following the standards and guidelines of the assessment process.
6. Administrative and Supervisory Conditions. Counselors ensure that the conduct of psychological assessment is consistent with professional standards. They report any departures from standards conditions.
7. Test Data Utilization. Counselors utilize data based on multifaceted factors and personal characteristics of the counselee. They derive it from the battery of test results for accuracy of the information and the counselor's professional judgment.
8. Test Confidentiality. Counselors observe the principle of confidentiality in testing.
9. Computer-Generated Tests. Counselors ensure that computer-generated test administration, scoring, and interpretation programs operate properly with reliability and validity.
10. Updated Data. Counselors utilize assessment data based on assessment recommendations.
11. Intellectual Property. Counselors safeguard and respect the publisher's intellectual property rights of psychological assessment. Reproduction and/or modification of parts thereof with acknowledgment and permission from the publisher should be strictly observed.
12. Maintaining Test Security. Counselors maintain the integrity and security of tests and other assessment techniques.

CHAPTER VI

COUNSELOR EDUCATION AND TRAINING

1. General Responsibility. Counselors responsible for counselor education, training, and supervision adhere to current guidelines and standards concerning such activities and conduct themselves in a manner consistent in this Code and Standards of Practice.
2. Counselor Educators and Trainers. Counselor educators and trainers possess the necessary qualifications and competencies (to include knowledge, skills, attitudes, and values) to conduct counselor education and training programs.
3. Description of Education and Training Programs. Counselors responsible for education and training programs ensure accurate descriptions of the course/training, goals, objectives, content, outline, requirements, methodology, and references.
4. Program Orientation. Counselors in teaching and training programs take responsibility to orient learners and trainees to all core elements of such programs and activities.
5. Ethical Orientation. Counselors must assume their ethical responsibilities and accountabilities.
6. Assessment. Counselor educators and trainers ensure a fair, accurate, and honest appraisal of learners, supervisees, and trainees.
7. Relational Boundaries. Counselors establish relationships with their learners, trainees, and supervisees to clarify and maintain appropriate relational boundaries, and dual relationships are avoided.
8. Contribution to Research. Counselors give credit to learners and trainees for their contributions to research and scholarly projects in the field of guidance and counselling.

CHAPTER VII

SUPERVISION

1. General Responsibility. Counselor-supervisors aspire to foster meaningful and respectful professional relationships and maintain appropriate boundaries with supervisees and learners in the counseling supervision work. They have theoretical, pedagogical, and andragogical foundations for their work; know supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, learners, and supervisees.
2. Primary Obligation. Counseling supervisors monitor the services provided by supervisees. They monitor client welfare and supervisee performance and

professional development. Supervisors meet regularly with supervisees to review the supervisees' work and serve diverse clients. Supervisees have a responsibility and accountability to understand and follow the PGCA Code of Ethics.

3. Informed Consent and Client Rights. Counseling supervisors make supervisees aware of client rights, including protecting client privacy and confidentiality in the counseling relationship. Supervisees inform clients of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how they will be stored, transmitted, or otherwise reviewed.
4. Counseling Supervisor Preparation. Before offering supervision services, counselors are trained in supervision methods and techniques. Counselors who provide supervision services regularly pursue continuing education activities, including counseling and supervision topics and skills.
5. Multicultural Issues and Diversity in Supervision. Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.
6. Supervisory Relationship. Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships.
7. Sexual Relationships. Sexual, romantic interactions or relationships with current supervisees are prohibited. Counseling supervisors do not condone or subject supervisees to sexual harassment.
8. Informed Consent for Supervision. Counseling supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to tele/online supervision are to be included in the documentation as necessary.
9. Emergencies and Absences. Counseling supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.
10. Termination of the Supervisory Relationship. Counseling supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, counseling supervisors make appropriate referrals to possible alternative counseling supervisors.
11. Learner and Supervisee Responsibilities and Accountabilities. Learners and supervisees have a responsibility and accountability to understand and follow

the PGCA Code of Ethics. Learners and supervisees have the same obligation to clients as those are required of professional counselors.

12. Assessment. Counselor-supervisors document and provide supervisees with ongoing feedback regarding their performance. They schedule periodic formal evaluative sessions throughout the supervisory relationship.
13. Gatekeeping and Remediation. Through initial and ongoing assessment, counseling supervisors are aware of supervisee limitations that might impede performance. Counseling supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and professional licensing processes when these supervisees cannot demonstrate that they can provide competent professional services to a range of diverse clients. Counseling supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.
14. Counseling for Supervisees. If supervisees request counseling, the counseling supervisor assists the supervisee in identifying appropriate services. Counseling supervisors do not provide counseling services to their supervisees. Counseling supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.
15. Endorsements. Counselor-supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program when they believe supervisees are qualified for the endorsement. Regardless of qualifications, counseling supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.
16. Self-Care. Counseling supervisors and supervisees are expected to take care of their mental health (physical, mental, social, psychological, and spiritual) and well-being.

CHAPTER VIII

RESEARCH AND PUBLICATION

1. General Responsibility. In planning any research activity dealing with human subjects, the counselor must observe ethical principles and standards of good practice.
2. Informed Consent. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them, which is essential to the investigation. In such research, the counselor must be responsible for corrective action, if possible, following the completion of the research.

- 2.1 Voluntary Participation. The participation of identified subjects in research must be voluntary.
3. Welfare of the Subjects. Counselors are responsible for the welfare of the subjects throughout the research. They must take all reasonable precautions to avoid causing harm in terms of physical, mental, social, psychological, and spiritual effects.
4. Collaborative Research Activity. Counselors working with another individual/group in research and/or publication incur an obligation to cooperate to finish the entire collaborative venture as agreed upon by both parties.
5. Joint Authorship. Counselors working in group research acknowledge that all correspondence on the said research must be addressed to the first author.
6. Confidentiality of Information. Counselors must take due care to protect the identity of subjects and research locale.
7. Reporting Accurate Results. Counselors report and make thorough discussions of research with accuracy to avoid bias and misleading results.
8. Professional Value. Counselors communicate the results of any research judged to be of professional value. Results that are unfavorable on institutions, programs, or services must not be withheld.
9. Acknowledgment. Counselors give due credit through acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication following such contributions.
10. Replication. Counselors acknowledge the fact that others can replicate their research/es at some point in time.
11. Publication. Counselors submit their research output in a peer-reviewed journal for publication using the prescribed standards in writing.
12. Review of Materials Submitted. Counselors who review materials for publication must respect the confidentiality and propriety rights of those persons who submitted.

CHAPTER IX

TELE-WEB COUNSELING

(DISTANCE COUNSELING, TECHNOLOGY & SOCIAL MEDIA)

1. General Responsibility. Counselors understand the advancing nature of the profession regarding distance counseling, technology, and social media. These platforms are utilized to serve our counselees better. Counselors try their best

to become knowledgeable with these resources. Counselors are aware of the possible risks and ensure confidentiality, data protection, and ethical standards regarding the use of these resources.

2. Knowledge and Legal Considerations. Counselors using these modes are knowledgeable of technical skills, ethical and legal considerations. Counselors also orient the counsees of their rights and limitations.
3. Informed Consent and Security. Counsees are free to choose what counseling mode to use. They are made aware of the possible risks inherent to these resources.
4. Distance Counseling Relationship. Counselors maintain professional boundaries with the counsees and correct misconceptions regarding the use of these resources. Counselors educate the counsees regarding potential misunderstandings due to the lack of visual cues and voice intonations. If the distance counseling services are not effective, the counselors shift to face-to-face counseling.
5. Records and Web Maintenance. Counselors who are maintaining electronic records should be following the data privacy law. Counsees are informed on how electronic records are being maintained and disposed of. Counselors who have personal and professional web pages and profiles clearly distinguish the two profiles. They also provide accessibility to persons with disabilities (PWD).
6. Social Media. Counselors explain to the counsees, as part of informed consent, the benefits, limitations, and boundaries regarding the use of social media. Counselors respect the privacy of counsees' virtual presence and ask consent to view them. Counselors do not disclose confidential data through social media.

CHAPTER X

RESOLVING ETHICAL ISSUES

1. Introduction. Counselors are expected to behave in ethical and legal manner. They protect their counsees' welfare and trust, as well as other counselors' welfare and trust. Counselors try to resolve ethical dilemmas thru consultation with colleagues, supervisors, and other experts in the field. Counselors are familiar with the PGCA Policy and Procedures in Processing Complaints of Ethical Violations and assist in the enforcement of the *PGCA Code of Ethics*.
2. Standards of the Law and Ethical Decision-Making. Counselors know and understand the *PGCA Code of Ethics* and cannot use the "lack of knowledge or misunderstanding" as a defense when charged with unethical conduct. When faced with an ethical dilemma, they use and document an ethical decision-

making model like the following: consultation; consideration of relevant ethical standards, principles, and laws; generation of potential courses of action; deliberation of risks and benefits; and selection of an objective decision based on the circumstances and welfare of all involved.

3. Conflicts Between Ethics and Laws. When ethics conflicts with the laws, counselors make known their commitment to the PGCA Code of Ethics and take steps to resolve it. Counselors act for the best interest of those involved and may adhere to the requirements of the law.
4. Suspected Violation. When another counselor violates or has violated an ethical standard, both parties should try to resolve it informally, as long as such actions do not violate confidentiality rights and data privacy law.
5. Reporting Ethical Violation. When attempts to informally resolve the issue have failed, counselors take further action. The case is referred to the PGCA Ethics Committee before referring it to the professional regulatory board for guidance and counseling. The confidentiality rights of all those concerned should be protected and the observance of the data privacy law. It does not apply when counselors review another counselor whose professional conduct is in question (eg., consultation, expert testimony).
6. Consultation. When in doubt, counselors consult with other counselors who are knowledgeable about the PGCA Code of Ethics or the PGCA Ethics Committee.
7. Organizational Conflicts. When the demands of the organization with whom the counselors are affiliated pose conflicts with the PGCA Code of Ethics, counselors specify the nature of such conflict and express to their supervisor or other responsible officials their commitment to the PGCA Code of Ethics. And then, the counselor works through an appropriate body to address the situation.
8. Unwarranted Complaints. Counselors do not engage in the filing of ethics complaints retaliatory in nature, recklessly made, or with willful ignorance of facts that would disprove allegations.
9. Unfair Discrimination Against Complainants and Respondents. Counselors do not discriminate individuals to employment, advancement, admission to academic or other programs, tenure, or promotion based on their having made or are subject to ethics complaints.
10. Cooperation with Ethics Committee. Counselors cooperate with investigations, proceedings, and requirements of the PGCA Ethics Committee or constituted associations or boards with jurisdiction over those charged with violations.

Glossary of Terms

- Abandonment** – the inappropriate ending or arbitrary termination of a counseling relationship that puts the client at risk.
- Advocacy** – is the promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.
- Boundary** – is a limit or space between you and the other person; a clear place where you begin and the other person ends. While boundaries are often psychological or emotional, boundaries can also be physical.
- Career guidance and counseling** – is a program that develops an individual’s competencies in self-knowledge, educational and occupational exploration, and career planning.
- Client/Counselee** – is an individual seeking or referred to the professional service of a counselor.
- Confidentiality** – is the ethical duty of counselors to protect a client’s identity, identifying characteristics, and private communications.
- Counseling** – is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.
- Counselor Educator** – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of professional counselors.
- Consultation** – a professional relationship that may include, but is not limited to, seeking advice, information, and/or testimony.
- Continuing Professional Development** – Republic Act No. 10912, otherwise known as the “Continuing Professional Development (CPD) Act of 2016,” is an act that requires CPD as the mandatory requirement for the renewal of a Professional Identification Card.
- Culture** – is membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles co-created with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.
- Cultural Diversity** – is the similarities and differences that occur within and across cultures and the intersection of cultural and social identities.
- Data Privacy** – Republic Act no. 10173 or Data Privacy Act of 2012, an act protecting individual personal information in information and communications systems in the government and the private sector, creating for this purpose a national privacy commission, and for other purposes.
- Disability** – a physical or mental condition that limits a person’s movements, senses, or activities.
- Discrimination** – the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.
- Distance Counseling** – The provision of counseling services by means other than face-to-face meetings, usually with the aid of technology.
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Documents – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

Dual Relationship – occurs when a counselor has a second, significantly different relationship with their client/counselee in addition to the traditional client/counselee-counselor bond.

Encryption – is a process of encoding information in such a way that limits access to authorized users.

Enhanced Basic Education Act of 2013 – Republic Act 10533, entitled An Act Enhancing the Philippine Basic Education System by Strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes.

Evaluation – is the process of collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Gifted Learners – are those whose potential is distinctly above average in one or more of the following domains: intellectual, creative, social and physical.

The government also established the Philippine High School for the Arts, which is under the National Commission of Culture, and Arts (NCCA), to develop gifted students in music and arts. Gifted education is offered mainly through elite private schools in selected cities across the country.

Group counseling – is a form of counseling where a small group of people meets regularly to discuss, interact, and explore problems with each other and the group leader. Group counseling seeks to give students a safe and comfortable place on campus to work out problems and emotional concerns.

Informed Consent – is a process of information sharing associated with possible actions clients may choose to take, aimed at assisting clients in acquiring a full appreciation and understanding of the facts and implications of a given action or actions.

Instrument – is a tool developed using accepted research practices that measures the presence and strength of a specified construct or constructs.

Magna Carta for Disabled Persons – Republic Act no. 9442, an act amending republic act no. 7277, otherwise known as the “Magna Carta for Disabled Persons,” and for other purposes.

Mental Health Act – Republic Act no. 11036 (2018) is an act establishing a national mental health policy for the purpose of enhancing the delivery of integrated mental health services, promoting and protecting the rights of persons utilizing psychiatric, neurologic and psychosocial health services, appropriating funds therefor, and for other purposes

Minors – generally, persons under 18 years, unless otherwise designated by statute or regulation. In some jurisdictions, minors may have the right to consent to counseling without consent of the parent or guardian.

Multicultural/Diversity Competence – counselors’ cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge are applied effectively in practice with clients and client groups.

Multicultural/Diversity Counseling – is the counseling that recognizes diversity and embraces approaches that support individuals’ worth, dignity, potential,

and uniqueness within their historical, cultural, economic, political, and psychosocial contexts.

Pro bono publico – contributing to society by devoting a portion of professional activities for little or no financial return (e.g., speaking to groups, sharing professional information, offering reduced fees).

Professional competencies - are skills, knowledge, and attributes that are specifically valued by the professional associations, organizations, and bodies connected to your future career.

Professional Regulatory Board for Guidance and Counseling – is the board established by the Professional Regulation Commission of the Republic of the Philippines that regulates guidance and counseling.

Professional Virtual Relationship – using technology and/or social media professionally and maintaining appropriate professional boundaries; using business accounts that cannot be linked back to personal accounts as the connection point for the virtual relationship (e.g., a business page versus a personal profile).

Records – all information or documents, in any medium, that the counselor keeps about the client, excluding personal and psychotherapy notes.

Registered Guidance Counselor – a person with a Professional Identification Card given by the Professional Regulatory Commission of Guidance and Counseling under Republic Act 9258.

Referral – an act of referring a client/counselee for consultation, review, or further action.

Research – is the systematic investigation into and study of materials and sources to establish facts and reach new conclusions.

Research participant – also called a human subject or an experiment, trial, or study participant or subject, is a person who voluntarily participates in human subject research after giving informed consent to be the research subject.

Secondary School Career Guidance and Counseling Act – is Republic Act No. 11206 or the Secondary School Career Guidance and Counseling Act, an act establishing career guidance and counseling program for all secondary schools and appropriating funds therefor.

Self-Care – is the practice of taking an active role in protecting one’s well-being and happiness, particularly during periods of stress.

Supervisee – is a professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervision – a process in which one individual, usually a senior member of a given profession designated as the supervisor, engages in a collaborative relationship with another individual or group, usually a junior member(s) of a given profession designated as the supervisee(s) to (a) promote the growth and development of the supervisee(s), (b) protect the welfare of the clients seen by the supervisee(s), and (c) evaluate the performance of the supervisee(s).

Supervisor – is a counselor trained to oversee the professional clinical work of counselors and counselors-in-training.

Termination – is the final stage of counseling and marks the ending of the therapeutic alliance.

This Code of Ethics was approved during the 56th PGCA Annual Conference
(May 19-21, 2021)

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